

Expectation 1: Child listens with understanding to environmental sounds, directions, and conversations

Things to consider: How would you describe the child's listening skills? How does the child follow directions? What nonverbal listening behaviors does the child demonstrate? Which point on the continuum best describes the child's current level of performance?

← **Emergent** — **1** ————— **2** ————— **3** ————— **4** — **Competent** →

Able to follow simple one-step directions after the directions are repeated several times or are combined with gestures (e.g. Adult says, "Come here", while signaling with hand.)

Sometimes listens during interactions but may be easily distracted

Seldom responds verbally when spoken to by peers or adults

Sometimes responds with eye contact, facial expressions during one-on-one interactions

Able to follow simple one-step directions (e.g. when asked to get a smock, the child usually follows the request)

Listens during familiar routines and during one-on-one interactions (e.g. during circle time, listens for name during greeting)

Sometimes responds with eye contact, facial expressions during individual and group activities

Able to follow two-step directions, sometimes needing a reminder

Listens and responds in familiar group and one-on-one settings (e.g. usually responds to simple questions about the activity or story; usually responds during conversation while staying on topic)

Shows interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions (e.g. listens attentively to stories)

Able to follow oral directions that involve several actions (e.g. "Get a smock, select your paint cups, and choose your paper.")

Listens for various purposes (e.g. demonstrates that a response is expected when a question is asked; enters into a dialogue after listening to others; repeats parts of stories, poems, or songs)

Shows understanding of listening activities by incorporating ideas in play (e.g. during dramatic play, incorporates themes from earlier story; after discussion about houses people live in, makes a neighborhood in the block area)



Ways to look!

Jot down what happens when the child is asked to follow a set of instructions

Listen to child's talk during play and conversations

Record child's response and reactions during discussions and stories

Note child's language during interactions with friends

Expectation 2: Child converses effectively in his or her home language, English, sign language for a variety of purposes relating to real experiences and different audiences

Things to consider: How does the child describe own experiences and relate them to new ones? How would you describe the complexity of the child's questions and statements? For what purposes does the child use language? How does the child use language during dramatic play? How would you describe the child's vocabulary? Which point on the continuum best describes the child's current level of performance?

←Emergent—1—————2—————3—————4—Competent→

During discussions, may listen, but doesn't express information

Uses 1-2 word phrases and gestures to communicate (e.g. while waiting for snack, holds up cup and says, "My milk.")

Uses gestures and sounds during dramatic play activities (e.g. makes car noises when driving, eating noises when feeding baby)

During discussions, expresses information that is unrelated to the topic or does not participate at all (e.g. during a discussion about a field trip to the pet store, the child talks about his or her new shoes)

Answers questions with 1-2 word phrases

Uses 3-4 word sentences to express self (e.g. during dramatic play says, "The baby's crying.")

Describes recent experiences that are sometimes (but not consistently) related to the current topic (e.g. during a discussion about a trip to the pet store, the child tells about a dog that was at the park.)

Asks questions or makes statements to obtain assistance or share information (e.g. "Can I have snack?")

Primarily uses 5-6 word sentences to express ideas

Uses role appropriate language and sounds during dramatic play, and sometimes describes roles (e.g. "You be the mommy, I'll be the daddy.")

Uses vocabulary from activities and stories (e.g. during play, child says, "I'm going in my cocoon", after hearing *The Hungry Caterpillar*)

Describes previous experiences and relates them to new events and/or ideas (e.g. during a discussion about a field trip to the pet store, the child shares that she bought her fish for her fish tank at a pet store)

Uses complex questions and statements to present or get information. Uses if-then statements, compound sentences and explanations (e.g. "I wanted to make a long snake but Mimi has the scarf." "If I set the table, then you can eat").

Uses language for a variety of purposes: to express relationships, make connections, express feelings, initiate play with others, and communicate and negotiate ideas and plans for activities

Uses complex language during dramatic play, and sets the stage by describing roles, setting, actions and events (e.g. "Pretend we are on our way to work, and the baby starts to cry and we find a big, lost dog.")

Uses new and expanded vocabulary to describe actions, people, places, events and things when telling detailed stories or experiences



Ways to look!

Listen as children work in small groups

Ask the teacher assistant to keep a record of the child's conversations

Observe child during interactions with peers and adults

Record child's vocabulary during dramatic play, stories, and other activities

Expectation 3a: Child demonstrates emergent print awareness.

Things to consider: How would you describe the child's understanding of print? In which situations does the child recognize letters and print? In what contexts does the child recognize his own name? To what extent does the child know that letters form words? Does the child recognize that it is the print that is read in stories? Which point on the continuum best describes the child's current level of performance?

←Emergent—1—————2—————3—————4—Competent→

Recognizes familiar signs and symbols (e.g. McDonalds, cereal box)

Beginning to recognize shapes, but is unaware of letter names

Recognizes photograph associated with name, but not symbol or printed name

Looks at pictures in a book; and points to words and says "Read it"

Recognizes that print has meaning, but relies on picture clues (e.g. knows that the word "blocks" is a word, but needs a picture or object to identify)

Recognizes that print is used for own name (may believe that other words also say his or her name, particularly those words that start with the beginning letter)

Uses the pictures to tell the story (e.g. while "reading" a familiar story, may point to some of the pictures)

Is starting to understand that letters form words; sometimes mixes up letters and numbers

Recognizes most print in the classroom environment (e.g. area names- "Art Area")

Shows some recognition that print is used for different functions (e.g. makes a scribble sign to label a block building; knows that names start with a capital)

Identifies some alphabet letters, especially those in his/her own name

Recognizes own name but may get it confused with names that look similar

Shows some recognition that it is the print that is read in stories (e.g. while "reading" child's eyes follow the text, and/or narrates pages with text, not pictures alone)

Recognizes common signs and symbols (e.g. exit sign, stop sign, rebus recipes and directions)

Recognizes that a variety of print letter formations and text forms are used for different functions (e.g. grocery list, menu, store sign, telephone book, newspaper, and magazine)

Identifies most alphabet letters, and notices letters in different contexts (e.g. "Look, that word has an A, just like Amanda does.")

Recognizes name in a variety of contexts (e.g. child can locate his/her name on helper chart and sign in sheet)

Recognizes that it is the print that is read in varied contexts (e.g. during dramatic play, child asks, "What says pan dulce?" when pretend ordering from a bakery menu)



Ways to look!

Take a photo of the child experimenting with letters and annotate

Watch and listen to child while reading stories in different contexts

Observe child during clean up to see how labels and symbols are used

Record situations in which child recognizes name (using helper chart, finding cubby)

Note child's awareness of print while on walks

Expectation 3b: Child demonstrates knowledge and enjoyment of books.

Things to consider: How does the child handle a book? What pre-reading behavior does the child demonstrate? How does the child retell stories? To what extent does the child understand story structure? How does the child connect stories to personal experiences? Which point on the continuum best describes the child's current level of performance?

← **Emergent** — **1** ————— **2** ————— **3** ————— **4** — **Competent** →

Selects and looks at books during choice time

Finishes repetitive phrases in familiar storybooks (e.g. *Brown Bear, Brown Bear*)

Uses a familiar book to point to and label favorite pictures

Attends to simple stories in one-on-one situations; unlikely to actively participate in group story time or discussions

Recognizes some familiar books by their covers, may hold books backwards, may skip pages or turn pages from right to left

Uses some reading-like behavior (pretends to read to self or others by talking about characters and pictures in the story)

Listens to simple stories in group and one-on-one situations, has trouble anticipating what will happen next, rarely asks related questions, and/or brings up unrelated experiences during discussions

Displays book handling knowledge such as turning the book right side up, turning one page at a time, turning pages from left to right, recognizing familiar books by cover

Uses a familiar book as a cue to retell very simple stories by describing a few key highlights, but may divert from actual storyline

Shows some understanding of story structure (e.g. predicts what will happen next) but may need some adult prompting

Answers some recall and comprehension questions about book being read

Exhibits reading-like behavior (e.g. "reads" aloud to others while talking about characters and showing pictures, pretends to read by pointing with finger, reads own "writing")

Uses a familiar book as a cue to retell the story, with a clear, logical sequence; similar to that of the story

Shows depth of understanding when reading or listening to stories (e.g. comments on characters, predicts what will happen next and demonstrates knowledge when acting out familiar stories)

Asks questions and makes comments pertinent to stories being read and connects information in books to his/her personal life experiences (e.g. during a small group reading of *Caps for Sale*, the child tells the group, "My daddy has lots of hats too.")



Ways to look!

Record what the child says when talking with him/her about a story

Ask the teacher assistant to keep a record of the child's talk during stories

Take a photo and write a caption describing how child reads to self, peers and adults

In small group reading, note how child responds to questions

Expectation 3c: Child demonstrates phonological awareness.

Things to consider: To what degree is the child aware of separable and repeating sounds? To what extent does the child show interest in chants and rhymes? To what extent is the child aware of similar sounds?

Which point on the continuum best describes the child's current level of performance?

← **Emergent** — **1** ————— **2** ————— **3** ————— **4** ————— **Competent** →

Responds to the beat of rhymes and music by moving and dancing, but is unaware of separable and repeating sounds

Recites portions of simple and familiar chants and rhymes

Responds to alliterative language (e.g. Peter, Peter Pumpkin Eater), but usually doesn't repeat or initiate

Shows awareness of separable and repeating sounds in music and words (e.g. dances, marches or claps to beat), but cannot identify syllables in words

May recite simple and familiar chants and rhymes; doesn't make up own

Repeats alliterative language (e.g. Peter, Peter Pumpkin Eater), but doesn't initiate his or her own

Shows awareness of separable and repeating sounds in music and words (e.g. dances, marches or claps to beat), and can sometimes identify syllables in words if easily distinguished (e.g. "playground")

Makes up and chants own rhymes (e.g. when playing in the water table, rhymes words like "squishy, wishy, dishy soap", or contributes a rhyming word when play rhyming games)

Enjoys repeating alliterative language (e.g. Peter, Peter Pumpkin Eater) and may know the sound that his or her name begins with, but may not be able to identify other words/names that start with the same sound

Engages in language play; manipulates separable and repeating sounds (e.g. claps out the syllables in most words)

Listens to word and finds words that rhyme (e.g. "Willoughby, Wallaby Wunny, an elephant sat on bunny")

Plays with words, giving them new beginning sounds (e.g. "cat, hat, sat, fat, dat, gat")

Plays with alliterative language (e.g. "Peter, Peter, pie eater")

Starting to make letter-sound associations (e.g. notices that SAT has same S sound as in SOUP)



Ways to look!

Ask the teacher assistant to keep a running record of the child's vocalizations during play with peers

Initiate rhyming game at snack table and note children's responses

Keep an anecdote of child's vocalizations during rhymes, chants and songs

Listen for children's play with language and sounds

Expectation 4: Child demonstrates emerging writing skills.

Things to consider: What is the quality of children's efforts to write messages? Does the child attempt to write name and how is it written? What is the nature of the child's letter and word play? To what extent does the child attempt to use writing to describe artwork, stories and lists?

Which point on the continuum best describes the child's current level of performance?

← **Emergent** — 1 ————— 2 ————— 3 ————— 4 ————— **Competent** →

Draws, or scribbles
on paper

Explores writing
materials such as
crayons, pencils, and
chalk

Makes simple
"pictures" during play
or other activities (e.g.
child draws shape and
says, "Mi casa")

Scribbles or pretend-
writes words

"Writes" messages as
part of play primarily
using pictures, scribbles
and some letter-like
forms (e.g. during
dramatic play, takes
another child's food
order)

"Writes" name on work
in a way that is
meaningful to the child,
using letter-like shapes

Attempts to make letters
using different materials
(e.g. pencils, crayons,
while using play dough)

Asks adults for help
when writing words
(e.g. writing name on
artwork, labeling
pictures)

"Writes"
messages using
conventional
letters as a part of
play and other
activities

Writes name on
work

Attempts to make
own words using
different
materials, such as
pencils, crayons,
magnetic letters,
play dough,
rubber stamps,
alphabet blocks

Spontaneously
writes letters they
know (e.g. writes
letter string
"HETL" on
drawing)



Ways to look!

Take a snapshot of the child experimenting with letters

Get samples of the child's writing during dramatic play and while creating projects

Keep anecdotes of when child asks for help with labeling and other writing

Note when child copies letters from signs and labels around the room